DOCUMENT RESUME

ED 374 556 EA 026 134

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TITLE Teacher Evaluation and School Climate.
INSTITUTION Research for Better Schools, Inc., Philadelphia, Pa.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE Feb 89
NOTE 32p.; Earlier version of this report was presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 1987).
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Environment; Elementary Secondary Education; Institutional Environment; *Organizational Effectiveness; *Teacher Evaluation

ABSTRACT

Could the establishment of extensive teacher-evaluation practices prove counterproductive if effective school climates are not created and maintained? This paper attempts to answer this general question by investigating two more specific questions: (1) Is there an inherent conflict between the activities associated with teacher evaluation and those elements typically associated with good workplace climate? and (2) What activities associated with evaluations and what elements of good climate lead to evaluation systems that are useful to teachers? Methodology involved analysis of data from 102 schools that participated in the School Assessment Survey (SAS), which used teachers' perceptions to measure key organizational characteristics of a school. Bivariate correlations and multiple regression analysis were used to analyze the relationship among five key dimensions of school climate--evaluation, influence, goal consensus, leadership, and communication. The four elements of evaluation (task assignment, criteria setting, sampling, and feedback) and two outcomes of the evaluation process (soundness and utility) were also analyzed. Findings indicate that there appears to be no inherent conflict between the activities associated with the evaluation of teachers and good workplace climate. Second, the key evaluation activities that promote the perceived soundness and utility of the evaluation process appear to be criteria setting, feedback, and facilitative leadership. One figure and two tables are included. (LMI)

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Teacher Evaluation and School Climate

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February 1989

The preparation of this paper was partly supported by funds from the U. S. Department of Education, Office of Educational Research and Improvement (OERI). The opinions expressed do not necessarily reflect the position or policy of OERI, and no official endorsement should be inferred. This draft is being distributed on a restricted basis to obtain suggestions for revision and should not be circulated further without the permission of Research for Better Schools, Inc. An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association, Washington, D. C., April 1987.

EA 026 134

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Teacher Evaluation and School Climate

Increasing concern about excellence in America's public elementary and secondary schools has brought the issue of teacher quality to the forefront of national debate about education. A number of strategies have been offered to enhance the caliber of the teaching corps. Prominent among these have been the recruitment of talented individuals into the teaching ranks and the monitoring and rewarding of the performance of teachers already within the ranks. A key element in this latter strategy is the process used to evaluate teachers. Mentor teacher plans, master teacher plans, and merit pay plans as ways to retain good teachers will all require the careful evaluation of teacher performance if teachers and the public are to have any real confidence that they may lead to the improvement of the educational process.

Increased attention to teacher evaluation has also been associated with the linkage of evaluation systems to research on effective teaching practices, improved evaluator training, increased accountability for conducting evaluations, use of staff development to address staff deficiencies identified through evaluations, and improved collaboration between teachers and administrators (Buttram and Wilson, 1987). Moreover, there has been growing interest in the use of teacher evaluation as part of the school improvement process.

This relatively recent interest in teacher evaluation processes has joined the long-standing interest in school climate or the work climate of schools to raise new and important questions for those interested in school improvement. An obvious but yet unanswered question is whether attempts to establish more extensive teacher evaluation practices would be counter-productive if appropriate school climates are not established and maintained? Since studies of evaluation processes and studies of school climate have generally been done separately, it is difficult to answer such a question.

The present study is an attempt to address this general question by investigating two more specific questions. First, is there an inherent conflict between the activities associated with the evaluation of teachers and those elements typically associated with good workplace climate? Second, what activities associated with evaluations and what elements of good climate lead to evaluation systems that are seen to be sound and useful to teachers? We proceed by reviewing recent thinking about teacher evaluation as an organizational process and then consider some key dimensions of organizations that may have an impact on the success of evaluation processes for improving teaching and learning. By combining empirical measures for both teacher evaluation as an organizational process and organizational climate into a single study, we are able to test the compatability of the elements of the evaluation process with the elements of a good workplace climate, as well as their combined effect on the soundness and utility of the evaluation system.

A MODEL FOR CONSIDERING TEACHER EVALUATION AS AN ORGANIZATIONAL PROCESS

Although much has been written over the years about teacher evaluation (for a review, see Natriello, Deal, Dornbusch, and Hoag, 1977), it is only recently that investigators have viewed teacher evaluation as a process within the organizational context of the school (Knapp, 1982; Darling-Hammond, Wise, and Pease, 1983). Among the studies that have employed an organizational perspective most explicitly have been those conducted over the past fifteen years by Dornbusch and Natriello (1981) and various colleagues. These studies, involving data collected from 1267 teachers in 127 schools, have all been based on an evolving sociological theory of evaluation and authority in organizations (Dornbusch and Scott, 1975; Natriello and Dornbusch, 1984; Natriello, 1984). Indeed, the strength of this program of research has been its application of basic sociological theory to the analysis of practical problems in contemporary schools.

The theory of evaluation and authority (Dornbusch and Scott, 1975) and subsequent extensions (Natriello and Dornbusch, 1981; 1984) specify stages of evaluation activity in a model of the evaluation process. The form of the model bears a strong resemblance to a servo-mechanism arrangement in which the behavior of a system component is monitored and regulated by

means of a feedback loop. The general form of the model makes it particularly useful for orienting a range of studies of evaluation processes in schools. The stages of the model are depicted in Figure 1.

Figure 1 about here

The six stages of the evaluation model represent a single cycle of the evaluation process. The first stage of the model, **task allocation**, refers to the process by which performers are acquainted with the tasks associated with their position. In all organizations, including schools, the set of tasks for which the organization is responsible must be broken up and assigned to particular individual members. So, for example, in an elementary school, someone must be assigned to teach the first grade. When a new math curriculum is adopted, teachers who teach math must be given the assignment to teach the new curriculum. Indeed, curriculum guides are one of the mechanisms by which task assignments are given to teachers. Other mechanisms for the allocation of tasks include orientation sessions where the expectations of the organization are communicated, job descriptions in which the tasks associated with a position are communicated to a performer, and communications from direct supervisors. Task allocation or assignment is included in our model because if performers have not received an assignment, it would be unfair to evaluate them on it.

The second stage of the evaluation process, **criteria**

setting, concerns the process by which evaluators select those aspects of the tasks assigned to performers that are most important, and the standards by which performance will be judged. Criteria setting involves three steps. First, the aspects of the assigned tasks that are deemed important for the evaluation must be identified. For example, in the teaching of a school subject, a teacher may be told to cover a certain amount of material. One criterion for evaluation may be the amount of material covered in a year. Second, the relative importance of the aspects must be determined. Each task typically involves more than one criterion. As a result, performers need to know the relative importance of each criterion so they can decide how to act when there is a conflict among the criteria set for the task. For example, the criterion for covering the greatest amount of material may be in conflict with a criterion for seeing to it that students have thoroughly mastered the material. A teacher might cover a great deal of material at the expense of thorough mastery by the students in the class or a teacher might cover much less material while achieving thorough mastery. In order to determine which course of action to follow, a teacher would have to know the relative value attached to each criterion by the organization and his or her immediate supervisor. But if individual teachers do not know what they are being evaluated on, they can't adapt their behavior to achieve better evaluations. A third step in the criteria setting process involves the setting of standards for performance for each criterion. Thus, in our example, a teacher may be told

to cover a certain amount of material. Only with information on the criteria, their relative importance, and the standards of performance would a teacher know how to perform in order to achieve a satisfactory evaluation.

The third stage, **sampling**, involves the collection of information about the actual performance and outcomes of the task. Teachers do a great deal, and it is impossible for any type of evaluation system to collect complete information on teacher performance. Thus, in any teacher evaluation system, evaluations are based on only a sample of information on teacher performance. A commonly used method of sampling teacher performance is the classroom observation. But there are other ways to collect samples of information related to teacher performance. For example, teacher lesson plans can be examined from time to time and student learning outcomes can be considered. The point is not to use one particular method or many methods of sampling. Rather, the point would seem to be to collect a sample of information that adequately reflects the teacher's total performance in terms of the criteria and standards established as part of the evaluation process. Since sampling performance requires school resources in terms of time and money, a typical situation is for schools to collect too little rather than too much information, and thus arrive at evaluations based on insufficient or misleading samples.

Appraisal, the fourth stage of the evaluation model, refers to the process by which evaluators assess information collected

during the sampling stage in terms of the criteria and standards in order to arrive at an evaluation. Appraisal is difficult to study because it takes place in the mind of the evaluator or evaluators. The appraisal process, although systematized to some extent by the previously developed criteria and standards applied in an examination of the samples of performance collected, also involves a fair degree of evaluator discretion. Evaluators must use their own judgment to determine when it is appropriate to apply the previously determined standards. For example, it may not be appropriate to hold first year teachers to the same standards that are developed for veteran teachers.

The fifth stage of the model, feedback, involves both the communication of information regarding the evaluation and, sometimes, the distribution of sanctions to performers. Providing feedback to performers as a result of an evaluation is the only way to allow performers to adapt their performance along desired lines. When evaluations are made and no feedback is provided, performers have no way of knowing how to adapt their performances. Unfortunately, this very important stage of the evaluation process is also one that is difficult to implement. It is not easy to provide honest feedback to performers, particularly when there are deficiencies in their performances. As a result it is often necessary to establish specific feedback processes that both evaluators and those being evaluated know to expect. In many evaluation systems certain times are established for conferences between evaluators and teachers. At

these conferences teachers are supposed to be given feedback on their performances.

Finally, the sixth stage of our evaluation model, **planning for improvement**, refers to the process in which the evaluator and the performer work together to determine how performance can be improved. Teachers work within a school organization. Any attempt to improve teaching performance must be made within that context. An important element in any improvement effort is the cooperation between a teacher and his or her colleagues or supervisors. Improving performance and performance evaluations demands a partnership between the evaluator and the performer. The teacher will require cooperation and a commitment of resources such as time, evaluator attention, a chance for re-evaluation, additional instruction, and opportunities to practice new skills in a supportive environment. Thus a plan for improvement must be developed and agreed to by all relevant parties if we expect some improvement to occur as a result of evaluation.

These six stages of activity identify key elements for study in an examination of any evaluation system. As the above discussion suggests, they should be related to the soundness and utility of evaluations for teachers.

DIMENSIONS OF SCHOOL ORGANIZATIONS

One of the more well-developed programs of research on the organizational dimensions of schools is that being conducted by

Wilson, Firestone, and Herriott (1985). These studies generally follow the tradition of organizational measures of schools initiated by Halpin and Croft (1963) and extended by Gross and Herriott (1965). The centerpiece of this research has been the School Assessment Survey, a multidimensional questionnaire using teachers as informants regarding organizational processes in the school. The organizational dimensions measured by the instrument derive their conceptual roots from three diverse literatures: organizational sociology, school improvement, and school effectiveness. Four concepts that cut across these literaturtes were included for measurement in this study: influence, goal consensus, leadership, and vertical communication. Each is discussed briefly below.

Degree of Influence

Control or influence in organizations is central to an understanding of how organizations operate (Tannenbaum, 1962). One school of thought suggests that high control must be exercised at the top of the organization (e.g., the principal) to maximize productivity. A competing perspective indicates that efficient and effective organizations require involvement of lower-level staff (e.g., teachers) in organizational decision-making. Both theories assume a zero-sum concept of power whereby increased influence at one level of the organization necessitates decreased influence at the other.

As an alternative to the mutually exclusive approaches within the zero-sum framework, Tannenbaum and Cooke (1979)

suggest that the total amount of power can expand and contract and that both higher and lower level members can exert high degrees of influence. The issue shifts the focus from the distribution of influence (centralized vs. decentalized) to the total amount of influence. Rather than addressing how organizational members respond to the evaluation system given their influence relative to superiors, the focus is on how their combined influence effects the soundness and utility of evaluations. The argument in that context is that when the total amount of influence is higher (i.e., the combined influence of teachers and principals), the evaluation process will be perceived as more sound and have greater utility. By giving organizational members more control over their work, there will be a greater investment in the evaluation of those efforts.

Goal Consensus

A central criticism of schools as organizations is that they are expected to achieve an excessive number of goals and that there are no clear rules for prioritizing them (Boyd, 1978; Miles, 1981; Goodlad, 1983). When there is little agreement about the purposes of the organization, it is nct difficult to understand why teachers would not take seriously the evaluation of their performance by principals. However, not all schools lack consensus on goals (Peters and Austin, 1985; Wilson and Corcoran, 1988). Consequently, it is hypothesized that there is a direct relationship between goal consensus and the perception of the evaluation process. Where there is greater

agreement about what should be happening in a school, there is likely to be more faith in the soundness of the evaluation system. Likewise, consensus tends to create a climate where organizational members are all working on the same thing and can consequently see the utility of assessments of their performance.

Leadership

The critical role of leadership in understanding organizations has received a great deal of attention in the literature. The general finding is that strong leadership is associated with productive organizations (Peters and Waterman, 1982; Greenfield, 1987). This finding has not escaped the attention of educational researchers. Indeed, a central finding of the "effective schools" literature is that strong instructional leadership is linked to high performing schools (Burlingame, 1987). A similar relationship is posited between what Wilson, Firestone & Herriott (1985) term "facilitative leadership" and the evaluation process in schools. Teachers who find that principals are supportive of their work and treat them as professionals should be more likely to view the evaluation process as being sound and useful. The argument here is that good leaders are more likely to take an active interest in classroom activities and be more aware of teachers' strengths and weaknesses. As a consequence, when these principals assess teacher performance it is more likely that the recommendations are believable.

Communication

Communication is one of the most commonly discussed and measured concepts in the organizational literature (Price, 1972). It receives so much attention because it represents the exchange of information and the transmission of meaning so important to the productive functioning of any organization (Katz and Kahn, 1978). An effective communication system provides organizational members with the information necessary to coordinate their work without overloading them (Hall, 1982). In schools, the problem is frequently one of insufficient information rather than overload. Often schools are portrayed as isolating environments where there is little opportunity to discuss one's work and learn from others (Dreeben, 1973). In most schools teachers have little opportunity to interact with the principal regarding instructional issues. It is not surprising, therefore, to have teachers paying little attention to evaluations written by the principal who is someone with whom they rarely interact. However, in those situations where there is more communication between teachers and administrators, the evaluation system should be regarded more positively, both as more sound and more useful.

METHODS

The data from this study were collected by survey methods. The instrument used is the School Assessment Survey (SAS), a multidimensional questionnaire that uses teachers' perceptions to measure key organizational characteristics of a school. The

dimensions are assessed by combining the views of all teachers in each school where each teacher is asked to act as an informant about the school as an organization (Seidler, 1974).

Individual questionnaire items were aggregated to the school level for all the measures in this study except the goal consensus measure. Teachers were asked to report on only four of the six elements of the evaluation process outlined in the model: task allocation, criteria setting, sampling and feedback. Teachers were not asked to report directly on the appaisal process since it takes place in the mind of the evaluator and it is thus not visible to teachers except through the feedback process. Instead, they were asked to provide their assessment of the accuracy of the judgments about their performance as an outcome indicator or dependent variable. Likewise, teachers were not asked to report directly on improvement activities that might be attached to the evaluation process. Rather, they were asked to provide their assessment of the usefulness of the evaluations they received as a second dependent variable. Individual item means were used to represent each of the evaluation processes.

Multiple school-level means were combined to create the four other organizational climate dimensions. While detailed technical documentation concerning the creation of these school-wide dimensions is presented in Wilson, Firestone, and Herriott (1985), the procedure was to follow four basic steps. First, items that differentiate among schools were identified.

Analysis of variance was the empirical test selected to ascertain whether teachers agreed enough about their school for a mean score to be a valid measure. The second and third steps assessed the coherence of the group of items at the school level thought to be associated with each dimension. The second step involved an assessment of the school-level correlation matrix for all items in each dimension. Items were eliminated where correlations were low (lack of coherence) or very high (redundancy). Cronbach's alpha coefficient (1951) was computed as the third step. This coeffient measures the internal consistency or homogeneity among the items. In the final step, the associations of items within each dimension were compared with their associations with items in the other dimensions. A set of items forms a distinct dimension to the extent that the within-dimension correlations are greater than the between-dimension correlations (Dewar, Whetten, and Boje, 1980). As reported in Wilson, Firestone, and Herriott (1985), these analyses confirm the reliability and validity of the organizational dimensions.

Two statistical procedures were used to assess the relationships posed by the two research questions. To assess whether there is an inherent conflict betweeen the activities associated with the evaluation of teachers and those elements associated with a good workplace climate, simple bivariate correlations were employed. To the extent that there is a positive association, then conflict can be ruled out. To investigate how the individual activities of the evaluation

process and the organizational climate dimensions affect the soundness and utility of the evaluation system, multiple regression equations were estimated. The school-level scores for the four activities of the evaluation process were regressed separately on the two dependent variables, soundness and utility. Then, four school climate dimension scores were added into the equations. To the extent that the regression coefficients for the four school climate measures (degree of influence, goal consensus, leadership, and communication) are statistically significant, then it can be argued that they have an effect on the soundness and/or utility of the evaluation process independent of the four stages.

Sample

The data for this study come from 102 schools that participated in the SAS survey as an activity to measure a variety of school climate and organizational conditions. (Wilson, 1985). School cooperation was sought as part of an effort to gather systematic information as the first step in an improvement process. While not randomly selected, the schools revealed marked variation in such basic characteristics as size, urbanicity, and experience of the professional staff as well as the variables of interest. Furthermore, when compared to a random sample of 50 schools that participated in an earlier administration of the survey, the results produced similar distributional patterns.

Measures

This study involves an analysis of the relationship among five key dimensions measured by SAS: evaluation, influence, goal consensus. leadership and communication. The evaluation dimension was conceived as having four stages and two outcomes. (soundness and utility), each assessed by a single item. These stages and outcomes of the evaluation process and the corresponding survey items are:

EVALUATION ELEMENT	SURVEY ITEM
<u>stage</u>	
task assignment	My evaluator tells me what should be accomplished.
criteria setting	The criteria upon which I am being evaluated are clear.
sampling	My evaluator observes aspects of my teaching performance.
feedback	I receive feedback from my evaluator on how well I am doing.
<u>outcome</u>	
soundness	The evaluations of my work accurately reflect my performance.
utility	The information from evaluations is useful for improving my teaching performance.

Teachers were asked to report how frequently they experienced each of the evaluation processes on a scale ranging from 0=never to 5=always.

The influence measure assesses the amount of power that principals and teachers have over work related issues. Teachers were asked to report how much influence they exerted as a group. Teachers were also asked to report on the level of influence of their principal. The questions focused on such things as determining course objectives, deciding on daily lesson plans, allocating teaching materials, and determining the use of school space. The response choices for the ten item dimension were on a four point scale ranging from 0=no influence to 3=major influence. The product of teacher influence and principal influence was used as a measure of total influence.

Goal consensus or agreement assessed the degree of agreement among the teachers in each school about the priority of seven areas of student development. These priorities ranged from a focus on basic skills to critical thinking or to respect for authority. Each teacher rank ordered the seven questions in terms of the importance to them as a member of their school. The degree of consensus among teachers in each school was obtained by computing Kendall's coefficient of concordance (W) across all teachers, which computes the rank order correlation of each teacher with every other teacher. This generates a single score for each school, ranging from 0 to 1. It represents a

logical extension of Spearman's rank order coefficient (rs), with W representing the communality of judgment for all teachers rather than just two as in the case of r_s (Siegel, 1956).

The facilitative leadership dimension asked teachers to report how often the principal supports the professional behavior of the teaching staff. Survey items tapped such behaviors as whether the principal treats teachers as professional workers, gives teachers the feeling that their work is important, offers constructive suggestions about dealing with major problems, and makes meetings a valuable professional activity. The six items had a six point scale ranging from 0=never to 5=always.

The vertical communication dimension addressed the extent to which information about instructional issues is shared between teachers and school administrators. Topics included such things as lessons that work well, ways of motivating students, defining standards, and maintaining positive relations with parents. The six items were on a six point choice scale ranging from 0=never to 5=once a day or more.

RESULTS

Analyses were conducted to examine the two specific questions posed at the outset. The first question, Is there an inherent conflict between the activities associated with the evaluation of teachers and those elements typically associated with good workplace climate?, is addressed in Table 1. Table 1

presents the interitem correlation matrix for variables representing the stages of the evaluation process, the dimensions of school organization, and the soundness and utility of evaluations. All

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Insert Table 1 About Here
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correlations in the matrix are positive. Both the activities of the stages of the evaluation process and the organizational dimensions of schools are positively related to the soundness and utility of evaluations. Moreover, the correlations between the activities of the stages of the evaluation process and the dimensions of school organization are positive, indicating that the activities associated with teacher evaluation are not inconsistent with such presumably desireable features of school organization as participant influence, goal consensus, facilitative leadership, and vertical communication. Thus, in answer to our first specific question, there appears to be no inherent conflict between the activities associated with the evaluation of teachers and good workplace climate.

Of course, the analysis thus far tells us nothing about the answer to our second specific question of how the individual activities of the evaluation process and the individual organizational dimensions affect the soundness and utility of the evaluation system, net of the other activities and dimensions.

Table 2 presents the results of multiple regression analyses of the impact of the evaluation activities and dimensions of school organization on the soundness and utility of evaluations.

Insert Table 2 About Here

For both the equations involving soundness of evaluation and those involving utility of evaluation, all evaluation activity variables are entered in the first equation in the series. Subsequent equations add one additional dimension of school organization at a time until all variables are entered.

Panel A of Table 2 shows that, as has been shown in previous analyses (Natriello and Wilson, 1986), criteria setting and feedback are positively related to soundness of evaluation while task assignment is negatively related to soundness of evaluation. Sampling has no effect. Of the four dimensions of school organization, only facilitative leadership remains a significant predictor of soundness of evaluations once all variables are in the equation. The pattern of effects of the evaluation activities remains even when the four dimensions of organizational climate are considered in the equation. The clarity of the evaluation criteria, the frequency of the feedback provided to teachers and the facilitative leadership of the principal are positively related to the soundness of the evaluation system.

Panel B of Table 2 contains the results of similar equations in which the dependent variable is the utility of evaluations. The frequency of the clarity of criteria and the frequency of feedback are positively related to the utility of evaluations. The other activities of the evaluation process model, task assignment and sampling, have no effect on the utility of evaluations. With variables for all four dimensions of school organization entered into the equation, only one of the four dimensions has positive effects on the utility of evaluations. Facilitative leadership is positively associated with the utility of evaluations. With the organizational dimension variables in the equation, only the frequency of feedback among the evaluation activity variables continues to have a positive effect on the utility of evaluations.

DISCUSSION

The results provide tentative answers to the two specific questions raised at the outset. First, there is no evidence of an inherent conflict between evaluation activities and dimensions of good work climate in schools. At least as they are defined here, evaluation activities appear to be consistent with notions of good school climate for teachers. Of course, there may be other configurations of evaluation activities that are inconsistent with the dimensions of good work climate.

Second, both certain evaluation activities and certain dimensions of school organization appear to have positive

effects on the degree to which teachers perceive evaluation systems to be sound and useful. The soundness of the evaluation system, or the degree to which the evaluations are seen to accurately reflect performance, is promoted by the clarity of the criteria, the frequency of feedback, and the facilitative leadership of the principal. If teachers know what is expected of them, if they are regularly informed as to how they are doing, and/or if they are treated as professionals, they are more likely to perceive the evaluations they receive as sound.

While the zero-order correlations between soundness and the remaining two evaluation activities, task assignment and sampling, are positive, when the effects of the other evaluation activities are controlled, the frequency of sampling has no effect on soundness and the frequency of task assignment has a negative effect on the soundness of the evaluation process as perceived by teachers. Although the present study cannot provide a complete interpretation of this latter relationship, the theory of evaluation and authority suggests that teachers might interpret the direction that comes with frequent task assignment as inappropriate for tasks that they view as unpredictable and requiring professional judgment (Natriello, 1983).

The key evaluation activities for promoting the soundness of the evaluation process appear to be criteria setting and feedback. The positive effects of these two evaluation activities remains even when the four dimensions of school

organizations, influence, goal agreement, facilitative leadership, and vertical communication, are controlled. Facilitative leadership alone among the dimensions of school organization appears to have a positive impact on the soundness of the evaluation process. The other dimensions of school organization, influence, goal agreement, and vertical communication have no independent effect on the soundness of the evaluation system.

The pattern of results is only slightly different for the utility of evaluations. This is not surprising since the soundness of evaluations should lead to their being used by teachers. Both criteria setting and feedback have positive effects on the utility of evaluations when the other activities of the evaluation process are controlled. However, once goal agreement is added to the equation, the effect of criteria setting becomes non-significant. This suggests that when participants are in agreement about the goals of the organization, the process of clarifying criteria may be less important for promoting the utility of the evaluations.

Of the four dimensions of school organization, only facilitative leadership has a significant effect on the utility of evaluations once all the dimensions are entered into the equation. Thus, the facilitative leadership of the principal, the treatment of teachers as professionals, is associated with evaluations that are more useful to teachers.

Overall, the analyses reveal that criteria setting, feedback, and facilitative leadership have important positive effects on evaluation processes. Thus, there are both specific aspects of the techniques of the evaluation process itself and more general dimensions of school organization that contribute to successful evaluation systems in schools. Not only can dimensions of good work climate for teachers as professionals co-exist with evaluation activities, they can also enhance the positive impact of evaluation systems.

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Figure 1

A Model of the Evaluation Process

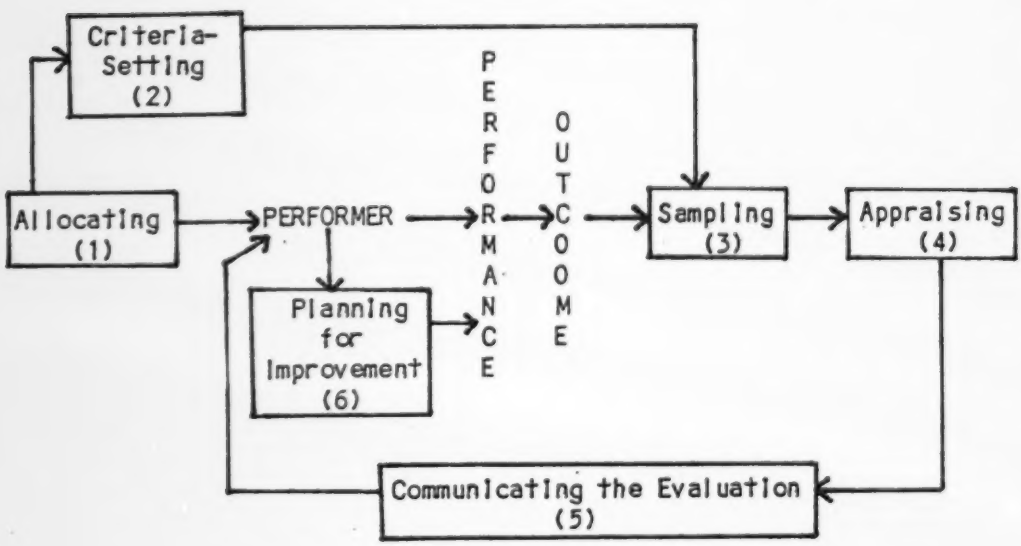

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Table 1 - Interitem Correlations, Means, and Standard Deviations for Evaluation Items and School Organizational Dimensions

	Task Assi	Crit Sett	Samp	Feed	Infl	Goal Agre	Faci Lead	Vert Comm	Sound of Eval	Util of Eval
Task Assignment		.500*	.533*	.495*	.035	.184*	.148	.354*	.286*	.444*
Criteria Setting			.705*	.764*	.350*	.329*	.496*	.332*	.785*	.350*
Sampling				.858*	.208*	.269*	.474*	.412*	.637*	.208*
Feedback					.262*	.215*	.471*	.344*	.725*	.739*
Influence						.062	.390*	.218*	.402*	.359*
Goal Agreement							.319*	.259*	.244*	.326*
Facilitative Leadership								.559*	.554*	.448*
Vertical Communication									.283*	.448*
Soundness of Evaluation										.717*
Utility of Evaluation										
X	2.12	3.35	2.95	2.92	141.95	.40	3.43	1.32	3.42	2.89
SD	.65	.75	.71	.85	30.5	.10	.82	.46	.67	.79

*Coefficient greater than or equal to 1.96 times its standard error.

Table 2 - Parameter Estimates (in Standardized Form) for Equations Predicting Soundness and Utility of Evaluations

A) Dependent Variable - Soundness of Evaluation

Independent Variables

Task Assign	Criteria Setting	Sampl	Feedbk	Influ	Goal Agree	Facil Lead	Vert Comm	R^2
-.188*	.591*	.013	.351*					.668
-.160*	.539*	.021	.339*	.125*				.681
-.161*	.529*	.015	.347*	.127*	.028			.682
-.152*	.530*	-.008	.317*	.086	-.019	.141		.706
-.134*	.521*	-.004	.309*	.089	-.015	.174*	-.063	.708

B) Dependent Variable - Utility of Evaluation

Independent Variables

Task Assign	Criteria Setting	Sampl	Feedbk	Influ	Goal Agree	Facil Lead	Vert Comm	R^2
.056	.311*	.025	.451*					.593
.083	.250*	.035	.437*	.148*				.611
.081	.196	.001	.474*	.154*	.144*			.630
.131	.147	-.078	.435*	.067	.068	.343*		.701
.126	.150	-.082	.437*	.067	.068	.334*	.019	.701

*Coefficient greater than or equal to 1.96 times its standard error.